

Shedding Light on The Factors Revealing Students' Learning Mood of English Language Learning in an Indonesian EFL Classroom

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Abstract

This study explores the students' learning mood in learning English as a Foreign Language in higher education covering their enthusiasm, enjoyment, optimism, and sincerity. It employs a descriptive study using a purposive sampling technique and takes 34 respondents from EFL university students. The data were collected through questionnaires, interviews and classroom observation. The result of the study shows the students' learning mood. It falls into several categories, enthusiasm, optimism, sincerity and enjoyment. It also reveals that the students will improve their learning progress as the lecturer gives both oral and written feedback. This research is expected to be beneficial for lecturers, students and stakeholders to enrich knowledge and develop language skills and proficiency based on learning mood in Indonesian EFL classrooms.

Keywords: Enjoyment; enthusiasm; learning mood; optimism; sincerity

Introduction

Managing students' learning mood and readiness is dominantly related to emotional (affective) processes. These learning processes include being open to experience, engaging in life, cultivating values, managing and developing oneself. Students who learn to recognize and engage

their emotions are those who are willing and ready to ‘progress’ unwaveringly in learning so that they can respond to challenges appropriately and explore their values to have far-reaching benefits (Trigueros, et al. 2019; Abduh, et al. 2022). Furthermore, the professional development programs through short workshops, a short period of teacher training, and in-site training have failed to improve the quality of English lecturers. Affective progress in learning involves managing oneself, managing one’s performance, and making commitments (Rosmaladewi, Abduh, & Basri, 2020; Sakkir, 2021; Yusriadi, 2023). However, students’ affective progress in learning will not surely just appear out of nowhere (Poupore, 2013). It must be created and the creation will take a good deal of efforts which put both teachers and students in a responsible position for creating it. Teachers in their responsible position are demanded to actualize three interrelated roles, namely instructional, managerial and research roles in teaching as a teaching-learning compass, portrayed in interpersonal communication with students ; and at the same time, students in their responsible position are expected to absorb the affective meanings of each teacher roles and enhance them through intentional practices to establish ‘character strengths’ involving conation of enthusiasm, optimism, enjoyment and sincerity in learning.

Mood is known as students’ personality characteristics that are different from one another and affect their learning differently as well. Some students just pay attention to their teacher; they do not really attentively listen to the materials, while others, they give their best. They will think more positively and extensively when they are in a good mood as a result. In line with this assumption, Rasyid (2013: 6) states that an EFL teacher should always be in the right and best state of mind for teaching, he/she should put enthusiasm, enjoyment, optimism and sincerity. Likewise, students have to put those four characteristics covering learning mood of theirs in teaching and learning classroom atmosphere designed. Firstly, enthusiasm means the students have wholehearted interest in learning process making it become more understandable and fun. Secondly, enjoyment refers to getting pleasure of learning process in which they enjoy all sequences of learning activities provided since they are ready to learn and have been well-prepared well before entering the classroom, As Frettlöh (2001: 15) notes that enjoying learning is related to readiness to learn and motivation for learning. Thirdly, optimism in learning expresses hopeful and emphasizes good achievement or outcome, students believe that good things will happen in the future, and there is no worry of failure or they are not afraid of making mistakes. Finally, sincerity in learning shows students’ deep feeling of being free from pretense to go with all lecturers’ teaching instruction and perform learning activities assigned.

In line with the students’ learning mood, the researchers’ preliminary observation at English Education Study Program, Faculty of Languages and Literature, Universitas Negeri Makassar found that the students generally have inconsistent mood in learning. They, for instance, enjoyed their seat, kept eye contact to the lecturer in the first ten minutes and in a little while, some of them made any motions indicating the unfocused attention of theirs to the learning process anymore. To support these empirical evidences, the students in the interview responded that their mood in learning is spontaneously changing, they are sometimes in good mood but in other times they could not fully attentively listen to their lecturer talk or take their eyes into the materials presented. Many reasons came out such as they are not well prepared to receive any teaching points before coming to the classroom, they worried about their lecturers’ questions on the previous materials to check their prior understanding, and so forth.

Those kinds of abovementioned condition consider that students’ mood becomes an important issue to investigate since it has negative effect toward students’ learning readiness, concentration, motivation, interest, and etc. Febrilia and Warokka (2011) and Zheng and Zhou, (2014) have conducted a research on this issue. However, they only took their focus on one aspect of learning mood characteristics, that is enthusiasm to find out whether it has positive or negative impact on the students’ learning processes. To get more empirical data and insight into this issue, the present researchers are interested in doing an investigation on factors revealing the students’ learning mood in learning English in Indonesian EFL Classroom covering its four categories

namely, enthusiasm, enjoyment, optimism and sincerity.

Based on the description above, it takes into account that the descriptive account of the students' learning mood in EFL classroom interaction is not sufficiently available. In regard to this problem, this research is addressed to answer the following one major question:

How is the learning mood of the sixth semester students of English Education Study Program in learning English as a Foreign Language subject?

This question covers the four learning mood indicators as the ensuing minor research questions as follows:

- Are the students enthusiastic in learning English as a Foreign Language subject?
- Do the students enjoy learning English as a Foreign Language subject?
- Are the students optimistic in learning English as a Foreign Language subject?
- Are the students sincere in learning English as a Foreign Language subject?

Literature review

Mood

Rasyid (2015: 147) argues that moods are pervasive or longer lasting and ongoing feelings that range from bad to good. Rasyid (2013: 6) therefore adds that an EFL teacher should always be in the mood of teaching in the sense that he is in the right and best state of mind for teaching. He should put enthusiasm, enjoyment, optimism and sincerity (Zheng & Zhou, 2014; Rasyid, 2013; Frettlöh, 2001; and Stein and Book in Shemali, 2013). Likewise, with students, they have to put those characteristics in learning.

Enthusiasm

Zheng and Zhou (2014: 4) state that enthusiasm is a strong feeling of excitement and interest in something and a desire to become involved in it. Students' English learning enthusiasm is closely related to some personal factors which include motivation, attitude and self-esteem since students' learning enthusiasm is a kind of complex psychological condition (Hudriati, Rusdiah, and Arham, 2019). In addition, the extent of students' cooperation and participation is also a kind of reflection of their learning enthusiasm. Additionally, Rasyid (2015: 148) state that enthusiasm in learning brings about to the students meanings of having (1) excited interest in and eagerness to do learning, in the sense that students should believe that enthusiasm in learning is a power that will move the world, (2) engrossing interest in learning, in the sense that students are engaging their full attention to teaching as the reflection of the genius of their sincerity in learning, (3) preparedness of full readiness for learning, in the sense that students believe that when enthusiasm and commitment take root within learning, the learning comes to life, and (4) fanatical enthusiasm as the mark of the real students.

Enjoyment

Learning is enjoyable if teacher can link it to their problems in life, to their own experiences or to what has been learned earlier, Frettlöh (2001: 15). It makes sense that learning is a very complex process, students learn much easier when they are interested in a subject, they even enjoy it. Wherever interest in a subject is present, occupation with the corresponding material to be learned is felt to be exciting. Teachers should therefore aim to create an interest in the subject and try to motivate the students to explore the material to be learned (Misnawati, et al., 2021). According to Rasyid (2015: 148) enjoyment in learning brings about to the students the meaning of learning as (1) having pleasure that results from experiencing in learning, (2) enjoying life in the sense that learning is for life, and life is to be enjoyed, and (3) realizing learning as a duty, in the sense that students doing their learning and being virtuous are simultaneously seeking their pleasure and being happy in life.

Optimism

Stein and Book in Shemali (2013: 24) mentioned that optimism is the opposite of pessimism, which is a common symptom of depression. According to Rasyid (2015: 149), optimism in learning brings about to the students the endurance of learning as (1) expecting the best to happen through learning, greeting the unseen with a clear, (2) feeling positive and confident in learning, optimism is the power of positive thinking, (3) adhering the belief that things are continually getting better and that good will ultimately triumph over evil, (4) holding learning belief to a better level, and (5) having ability to take big risks-students are eternal optimists.

Sincerity

Rasyid (2015: 148) argue that sincerity in learning brings about to the students the virtues of learning (1) honest and genuineness in the expression of true and deep feelings; great thoughts come from the heart; sincerity comes from the heart and goes to the heart; sincere teaching results in sincere learning; sincerity is still that counts, (2) moral uprightness in expression of the quality, condition, or characteristics of being fair, truthful and moral upright; the essence of all learning lies in values, and (3) character building in the sense that learning is a moral activity in an effort to cultivate knowledge, attitudes, ethic, moral and spiritual values in the students' mind and heart through inspiring interaction.

Research method

This research employed a descriptive research design in a qualitative approach. It described the learning mood of the sixth-semester students of the English Education Study Program, Faculty of Languages and Literature, at Universitas Negeri Makassar. In line with this, Gay *et al.* (2006:159) argue that descriptive research is useful for investigating a variety of educational problems and issues. In addition, Gay *et al.* (2006:9) define qualitative research as the collection, analysis, and interpretation of comprehensive narrative and visual (non-numerical) data in order to gain insights into a particular phenomenon of interest.

The participants of this research were the sixth-semester students of the English Education study program at the Faculty of Languages and Literature, Universitas Negeri Makassar in the 2018/2019 academic year consisting of 90 students divided into three classes; class A, B and C. The sample of the research was a purposive sampling technique. According to Gay *et al.* (2006: 113) purposive sampling technique is the process of selecting a sample that is believed to be representative of a given population. It means that the researchers purposively selected the participants. The sixth-semester students were chosen because the researchers believe that they have more experience to be participants.

The data of the research were obtained from the result of a questionnaire, interview and observation. A questionnaire was administered to 90 students oin the sixth semester. This was to gain data about students' moods; the students were expected to read and understand the statements to choose one or more than the options provided or they may write down other responses. The number of questions used in the questionnaire was 22 to cover learning mood consisting of 7 statements for enthusiasm, 5 statements for enjoyment, 7 statements for optimism, and 3 statements for sincerity.

In obtaining additional and supporting data on students' learning mood in attending one of the English courses, that is Methods of Teaching subject, the researchers interviewed students by using audio recording via handphone to gain more information in oral form. In this research, the interview was conducted by giving questions based on the guidelines of a semi-structured interview. To justify the data gained both in the questionnaire and interview on students' learning mood in attending this subject, the researchers conducted classroom observation by shooting and recording the learning process using a video camera.

Results and discussion

This section presents the findings of the data analysis of the data collected from questionnaires, interviews and classroom observation to answer the research questions put forward in the introduction. Based on the data analysis the researchers obtained from questionnaires, supported by interviews and classroom observations, the researchers found that the learning mood of the sixth-semester students of the English Education Study Program in learning Methods of Teaching subject was good characterized by their enthusiasm, enjoyment, optimism and sincerity. The discussion of these characteristics is given in the following lines.

The students' enthusiasm in learning methods of teaching subject

The result of data analysis found out that the students were enthusiastic in learning Methods of Teaching subject characterized by some factors. Those characteristics are (1) learning eagerness, (2) paying attention and taking notes, (3) asking and answering questions, and (4) full-readiness. The discussion of those characteristics in further is elaborated below.

Learning eagerness

The questionnaire number 2 revealed that most students found easy to understand the materials if the materials are easily understandable coming along with a clear and simple lecturer talk, they are interested toward the materials as they have interesting topic. Additionally, they also positively perceived that (a) they have a creative and interesting lecturer with a clear way of explaining materials, (b) the lecturer makes his explanation understandable framed by the well managed classroom, (c) the lecturer in his teaching shares his life experiences, and (d) his explanation met with good characteristics of teaching presentation and came along with his sense of humor, interesting, and good personality. Those factors positively influenced the students' eagerness in learning Methods of Teaching subject. In short, the students' wholehearted interest in this subject was determined by both internal and external factor. Internally, the students have already had a wholehearted interest in learning toward the subject. Furthermore, the students' learning eagerness was externally influenced by their lecturer's teaching performance with the interesting and understandable materials and his personality as well. The following extracts obtained from the interview show the students' wholehearted interest in learning Method of TEFL subject.

Extract 1 (Interview VI, March 16th 2018)

The first factor lies on the materials; if the materials are useful for me and I am interested in it, of course I am enthusiastic. The second is the lecturer although we are interested toward the materials but the lecturer cannot transfer them well to the students, it will influence our enthusiasm.

Extract 2

... this course is very important and useful, so I am always excited to be present, beside that this course is early scheduled and my home is quite far from campus, so I try to reach campus as early as possible, it is one indicator of my enthusiasm in learning Method of TEFL subject.

The two extracts above simply indicate that the students got excited in learning Methods of Teaching subject because they thought the subject is very useful for them as a teacher to be and the materials presented are interesting points to broaden their understanding on EFL teaching world. In regards to the students' enthusiasm, the researchers consider that their learning eagerness refers to their feeling interest toward the subject they learn and they have a strong willingness to know more what they learn. Zheng and Zhou (2014: 4) also stated that students' learning enthusiasm is a strong feeling of interest in something and a desire to become involved in it. Therefore, the lecturer plays many important roles in the classroom; in which, he becomes a model to shape the students' attitude and behavior toward learning and other aspects of classroom

interaction and management. In other words, the students will never feel eager in learning if the lecturer does not show wholehearted interest in teaching as well. That is the reason why he should find any ways to create it if he cannot make his students more interest in learning, and what he does will also depend on his teaching performance and personality.

Paying attention and taking notes

The questionnaire number 1 indicated that students preferred paying attention and listening to the lecturer explanation and looking at the power point or slide presented. Dealing with their attention, they put additional responses on the questionnaire namely (a) they fully pay attention and take notes on the important points, (b) they try to deeply understand the materials, and (c) they look at gadget. The students' enjoyment is not only indicated by the attentive listening to the lecturer's explanation with his power points but also their way of taking note on the important points caught in his explanation. In other words, taking notes can help students focus on the lecturer teaching materials presentation. Regarding to this point, the questionnaire number 3 revealed that the students took notes on the lecture as they are able to bridge their understanding on the materials, they cannot remember the entire points of the materials, and they will make a summary on them at home. The students also put some additional responses on the questionnaire namely, (a) they do not make any notes on the lecture, (b) they just focus on the lecturer explanation, and (c) they take notes on the materials presented for weekly quizzes only.

The students' paying attention and taking note can also be found in the following interview results.

Extract 3 (Interview I, March 15th 2018)

I sometime make a note since the materials of Methods of Teaching are available in soft file (PowerPoint) and the lecturer allows the students to copy.

Extract 4

I make a note. I usually note some particular points on the materials presented by the lecturer that I can apply when I am teaching in the future; I note them in my notebook. So, I find it easy to understand rather than I have looked at the power point. So, I note some important points only since the points are too much.

The extracts above implicitly revealed that the students come to the class to learn for gaining some valuable information from the lecturer as the main information provider. They, therefore, attentively listen to every single word spoken to absorb all the information during the classroom interaction. In observation session the researchers found that students were paying attention to the lecturer's explanation and preparing notebook as well. However, there were a few students who did not prepare anything but they fully took their concentration on the lecturer's description by noting the important gist of his presentation. It might come on the surface since the lecturer allowed them to copy the soft file of the materials provided as to expectedly read them at their own home.

Asking and answering questions

Once the materials have already been presented within the allocated time, the lecturer should basically give opportunities for students to ask for any clarification for the unclear teaching points. The questionnaire number 4 showed that if the students have not understood yet the materials explained they preferred (1) asking their friends having a deeper understanding on the materials and (2) searching on internet as they believe that they could find anything they need. It simply means that asking their friends or searching on internet is one of the best alternative ways of finding the answer of the unclear points rather than asking their own lecturer. The following extracts are the empirical data gained from the interview to strengthen the findings above.

Extract 5 (Interview III, March 15th 2018)

Actually, I never question to my lecturer when I get something unclear. I usually note what I do not know and I will find the answer in the internet because when I ask my lecturer, he might say you can find the answer by yourself as I am a university student in which I have to be more independent than the secondary school students.

Extract 6

... typically, I am difficult to speak as I am a diffident person. To reduce my worries I, however, ask my friend to address my questions to the lecturer.

In terms of asking questions, the observation revealed that the lecturer mostly asks question to the whole class rather than points out one student to answer in order to check his students' understanding. The students admitted that they will respond him using their own insight with no any influencing psychological disturbance. The questionnaire number 14 proved that the students do not feel ashamed to answer the lecturer's question since they are confident, no worries to make mistakes, and they positively believe their right answers. Additionally, they on the questionnaire put an expected response toward the lecturer's questions, namely no options except giving responses to the lecturer's question. Checking students' understanding is one of the lecturers talk functions in order to know whether they have already caught the points of lecture materials presentation or not. If not, the lecturer should clarify the unclear points to avoid having a mistake as to the meaning of something or a specific point of students' view on the teaching materials. In line with this point, Fisher and Frey (2014) stated that checking for understanding has an important role in teaching and learning process as the prior knowledge of the students brought into the classroom effects the way they notice the points of teaching material presentation. Conversely, if the lecturer does not check their understanding, it is pretty difficult for him to know what they are getting out of the teaching and learning points.

Full-readiness

One of indicating factors of the students' good learning mood is their punctuality. They have to come to the classroom on time; they should be ready in the classroom before the lecturer entering the class. The students' timeliness can also be seen in the interview as follows.

Extract 7 (Interview VI, March 16th 2018)

Even he comes early around 7.13 or 7.15 and the class actually starts at 7.30, I always try to be punctual. I need about one hour to reach the campus as my home is quite far. I, therefore, leave for campus around 6 to avoid being late in his classroom.

Extract 8

I came late in the first meeting of this subject as I look my other previous learning experiences in which some lecturers for other subjects were not available in the first meeting. So, I got shocked as my lecturer for this subject came to the classroom early than the actual schedule, I never late anymore.

In conjunction to students' lateness, a few students in the interview, however, confessed that they came late in the first meeting and around 2 to 3 students always come late in every meeting for this subject. In the classroom observation, the researchers found that the students' unpunctuality took around 3 to 7 minutes mostly in the frame of the two situations, namely (1) when the lecturer was going to call the roll or during the attendance check list, and (2) when the students were going to work on the quiz or during the quiz.

Punctuality is so necessary for students. A good student should be available in his/her

classroom before the lecturer enters the classroom as well. In Methods of Teaching subject, both the lecturer and the students really considered their punctuality to be available in the classroom as early as possible to have a preparation before teaching and learning process takes place. The students avoid being late in the classroom as their lecturer always comes on time to the class as well, missing of the attendance list in the beginning of the learning process and weekly quiz before explaining materials. Consequently, if they come too late in the classroom, it will influence their presence, their quizzes' score, and their final score. Moreover, to create an effective classroom management both the students and the lecturer have to keep their punctuality because their lateness can disorganize the designed activities of teaching and learning process itself. In line with the lateness, Rasyid (2013: 6) states that coming late to class will cause many problems, such as the class activities will surely be in disorder as such amount of time is corrupted and giving compensation for the corrupted time creates another problem. Furthermore Mochi (1993) and Okwelle (2003) in Maile and Olowoyo (2017) noted that learner may have some reasons of coming late to school such as age, family commitment, health problem, repetition of class, and insecurity that may develop their negative attitude towards school.

The students' enjoyment in learning methods of teaching subject

Based on the questionnaire, interviews and classroom observations, the researcher found out that the students enjoy learning Methods of Teaching subject characterized by some factors, namely (1) feeling pleasure in learning, (2) time allocation of study, and (3) feeling enjoyed the learning process. The descriptions of those characteristics are discussed in detail as follows:

Feeling pleasure in learning

The pleasure in learning can influence students in getting the points of materials as in the questionnaire number 10 revealing that students felt comfortable and pleasant in learning if they could enjoy the learning process and got some usefulness from both. On the questionnaire, they put some additional responses, that is (a) the lecturer had a quite high sense of humor, (b) learning is the students' duty, (c) the materials are understandable (c) the students get new information to broaden their knowledge, (d) they have already set their goals up in learning. In the contrary, the questionnaire number 11 showed some unpleasant causes of their learning in Methods of Teaching subject, they are (a) the materials are difficult to understand, (b) they do not have any prior knowledge on the materials learnt, and (c) the lecturer's teaching method is monotonous. The findings got from questionnaire above were supported by the students' interview result as shown in the following extracts.

Extract 9 (Interview IV, March 16th 2018)

Over all, I am pleasant because the materials are related to our goal as we are English education students namely be an EFL teacher. Hence, Method of Teaching is a course for teacher to be. So, it makes me better and I enjoy the learning process.

Extract 10

As I said before that I like discussion activity because each student can express what they think. In lecturing, I am fewer matches with this method.

The data above show that the students in leaning Methods of Teaching subject were happy and pleasant as the lecturer explained the materials clearly making them easy to understand the materials. In conjunction with the students' feeling pleasure in learning, Frettlöh (2001: 16) claims that there are eight ways for teachers to make learning enjoyable, they are (a) motivating students, (b) creating an interesting subject, (c) enhancing students' curiosity, (d) showing its links to the personal life of students, (e) creating some opportunities for achievement, (f) giving praise and recognition, (g) showing his own enthusiasm, and (h) enjoying teaching. Keeping in touch with

students' enjoyment, Al-Shara (2015) found that the main factors of the students' enjoyment level increase are the implementation of learning resources in teaching and the courage for low achievers in learning. Additionally, Witt, Wheelless & Alen (2004) in Al-Shara (2015) assumed that teacher's teaching passion influences student's enjoyment during teaching and learning interaction. In short, if the lecturer would like to have a good learning environment for the students, he should be happy coming to the classroom as they will notice the level of his teaching enjoyment and pleasure as well.

Time allocation of study

The time allocation for one meeting of Methods of Teaching subject is one hundred minutes. The questionnaire number 12 showed that the students admitted the time passed so quickly due to the lecturer teaching method and the enjoyable learning activities performed both inside and outside of the classroom. In other words, when the students enjoy all sequences of learning processes, they will not notice that the time passes so fast as showed in the following extracts:

Extract 11 (Interview VII, March 16th 2018)

oh, talking about duration, if I enjoy the learning proses automatically, I felt the time passes quickly because I am interested in Methods of Teaching, I want to know the value, I mean the method that teachers should apply in the classroom, so I felt the time passes quickly because when our lecturer's alarm rings at 09.10 A.M, I think why it is so fast due to I have to learn, I have to know what I do not know.

Extract 12

During the learning process of Methods of Teaching, we did not realize that the time is over because the way of lecturer delivering the materials is effective, he came on time and closed the class on time, so we do not realize that the time is over, in short, it is enjoyable.

Feeling enjoyed the learning process

The questionnaire number 8 showed that the students enjoyed the learning process starting from the opening until the closing session while others are in the beginning phase only. This finding was supported by the result of interview as follows.

Extract 13 (Interview III, March 15th 2018)

I really enjoyed because the process of teaching and learning was well-organized, the materials are really easy to understand in every meeting and it can enrich our knowledge. Yes, it is interesting.

Extract 14

Because this course is important, so I really enjoyed but sometimes our concentration decreases since we really concern in the beginning. But, until now, I think the material's explanation were really clear.

The students enjoyed the teaching and learning process as they positively hold a belief that Methods of Teaching subject is very important for them. Besides, the designed teaching and learning process of this course was well-organized and the materials are easy to understand indicated by the result of the questionnaire number 9. On the questionnaire, the students put some other responses of their learning enjoyment, namely (a) the present materials are related to the previous once, (b) the lecturer provides some related examples, (c) he inserts a humor, and (d) he shares his own experiences related to the presented materials. In conjunction with learning enjoyment, Frettlöh, (2001: 15) stated that learning is enjoyable if the lecturer can link the materials

presented to the life experiences of his or to what the students have previously learned.

Feeling bored is sometime avoidable in all aspects of life including in teaching and learning process. The students made any motions to avoid getting bored in this subject indicated by (1) checking their hand phone, (2) feeling uncomfortable with their hot seat, and (3) shaking their head and feet. Dealing with checking their hand phone/smartphone, the researchers found in the interview that they are not actually allowed to switch or touch on their phone during the teaching and learning process that can be seen in the following extract.

Extract 15 (Interview II, March 15th 2016)

...when the lecturer starts explaining the materials, our hand phone should be silent.

The interviewee above admitted that they should switch their phone off during the performance of teaching and learning process. However, the researcher in observation found that some students sometimes switch on and move their finger like replying message or checking notification on their handphone.

The students' optimism in learning methods of teaching subject

Based on the questionnaire, interviews and classroom observations, the researchers found out that the students feel optimistic in learning Methods of Teaching subject characterized by some factors, namely (1) being confident in passing the course, (2) feeling positive in learning, and (3) never being despondent. The discussion of those characteristics is described in detail as follows.

Being confident in passing the course

Optimism in learning explicitly means that the students have positive feeling about what they do, what they believe in, and what they have learnt as they are strong-willed in learning. The questionnaire number 16 figured out that the students were strong-willed in learning since they expect the teaching and learning process of this subject runs well and they will get good score or grade at the end. On the questionnaire, they also put other responses, namely (a) they want to be a useful person to others, (b) they wish they would completely finish their study on time and be successful scholars in TEFL, (c) they positively compete with their other friends, (d) they discuss with their friends, and (e) they feel embarrassed if they gain nothing on both theoretical and practical knowledge of TEFL.

Additionally, the questionnaire number 15 figured out the students' belief in their efforts to have a good achievement as they always give their best to complete the assignments given and they have an active involvement in Methods of Teaching subject activities. They also put additional responses on the questionnaire showing their learning belief, that is (a) they have a deep understanding on the materials presented, (b) they always make their best effort, (c) they are active in the classroom, and (d) they never miss the class and fully pay attention to the lecturer's presentation and instruction. Those responses become the reasons why the students' feeling of certainty are quite strong to pass from this subject as proved by the following extracts got from the interview.

Extract 16 (Interview V, March 16th 2018)

Insya Allah, I believe I can pass this lecture because everything I do, I have to believe that it will run well based on the efforts that I have made.

Extract 17

Actually, I feel doubted to get the highest score, considering all my efforts made: I submit the assignment, I obey the lecturer's rules in the classroom, I believe I can get good score. However, I am not sure to get A, B is also good score for me but I hope I can get A. Moreover, this is the first time taught by the lecturer, so we do not know how the lecturer scores but he has already mentioned

the criteria in syllabus.

The students got optimistic to pass through Methods of Teaching subject with good score due to the fulfillment of the required enabling activities, namely (a) lectures followed by ask and answer questions, (b) quiz, (c) individual paper presentation administered for mid-term test, (d) discussion on reading assignment, (e) reflection, (f) book review set up for final-term test, and (g) their attendance should be 80 % or it is no less than 13 of 16 attendances. Regarding to the building of students' confidence, Martinez & Villa (2017) in their studies recommended to teachers to develop the emotional factors of the students and create the right conditions of classroom to reduce the students' anxiety and steadily keep motivating them to involve in every single learning activity designed. The more they involve in class activities, the more they build and increase their positive attitude and attain their high self confidence in learning.

Feeling positive in learning

Optimistic students always think positively in what they do and what they have done including their optimism to pass through the course as explained above. The questionnaire number 13 described that the students were optimistic in learning because they would like to gain a better achievement. Optimism, in short, makes them have positive thinking and belief to their own English ability. On the questionnaire, they also gave some responses, namely (a) if I learn I will understand the materials, and (b) parents, goals and dream are their motivating learning factors. These findings above were supported by the students' interview result as in the following two extracts.

Extract 18 (Interview IV, March 16th 2018)

I believe that I can understand the materials, I am confident that I can pass this course).

Extract 19

Insya Allah, I will be confident more, I am confident, and believe that I am able to get something useful of what I have learnt).

The data gained above show that students felt confident toward what they have done and they always think positively of what they have afforded. In line with this, Rasyid (2015: 149) assumed that learning optimism brings about to the students in feeling positive and confident in learning, and it is the power of having positive thinking.

Never being despondent

When the students are despondent of what they do they will be unhappy and no hope as they feel that they are in a difficult situation. The questionnaire number 18 figured out that they are not despondent when they got failure because they think that everything has a solution and they have to increase their own ability. Thus, the questionnaire number 17 revealed that the students admit that if they are failed, they will make some efforts to achieve their learning goals oriented. The students' despondency was proved by the following result of interview.

Extract 20 (Interview IV, March 16th 2018)

After explaining the process of giving score, the lecturer said that he will announce at office before uploading it in Academic Information System (SIA). Thus, when I see my final score that does not meet with my efforts that I have made, I will see my lecturer to ask for clarification why I get the score and if it is reasonable, I can accept it sincerely. In fact, if I think the final score which is far from my expectation, I will complain it.

The extract above indicates that the students believe in their own capability in which their

final score will unacceptable defenselessly, if they thought it is beyond their expectation during one semester as a result. For sure, they will see their lecturer to check all scores for each area of evaluation given.

The students' sincerity in learning methods of teaching subject

Sincerity in learning means that the students have a feeling free from falseness in which they should start doing things sincerely in learning every subject they have or program. The questionnaire number 20 showed that the students learn sincerely because they would like to know more about the materials, apply their knowledge, get a better future life, and make their parents proud of them. Furthermore, the questionnaire number 21 described when the students felt insincere in learning, they directly realize their own duty as an EFL learner to learn sincerely and earnestly. On the questionnaire, they also argued that to keep being sincere in learning, they always remember all the efforts that their family, particularly their parents have made to facilitate them get a better life now and then. The students' learning sincerity can be seen in the following extracts got from the interview.

Extract 21 (Interview IV, March 16th 2018)

Talking about sincerity, I am really sincere. Honestly, I could not wake up at 05 AM but I do not know in Methods of Teaching subject, I am highly motivated that I should wake up at 5 AM. I have to learn sincerely, I have to comprehend the materials explained by the lecturer because if we feel insincere in learning, of course we cannot keep and absorb the materials longer in our memory.

Extract 22

Talking about sincerity, it means we really follow the lecture without expecting something effortless. I will optimize my efforts as I have some goals and my parents' support motivating me to learn more. Methods of Teaching is one of the subjects that really has important role, so we learn it sincerely. Moreover, now we are in the sixth semester. When we are freshman, we only thought about the score but the learning sincerity is growing up now, I mean we try to complete the assignment sincerely and keep doing my best.

The interviewees above convinced their learning goals oriented in which the parents become the motivating and inspiring factors keeping steadily holding their learning sincerity for this subject and others to do their best always and to have a better learning achievement now and then.

Conclusion

Pooling together the points of the discussion above, the concluding statements are (1) the learning mood of the students in attending Methods of Teaching subject was stimulated and empowered by the lecturer's competencies – pedagogical, professional, personality, social and interpersonal communication competencies, and (2) the lecturer regularly checked the students' understanding of the previous materials by giving quizzes and asking the progress of the students' individual and group assignment.

Pedagogical implication

Those two conclusions above implicitly recommend that (1) lecturers are expected to present in the first meeting the syllabus of the subject they teach, and (2) lecturers should regularly check students' progress in the subjects the lecturers teach. It is considerable that the students will improve their learning progress as the lecturer gives both oral and written feedback. This research

is expected to be beneficial for lecturers, students and stakeholders to enrich knowledge and develop language skills and proficiency based on learning mood in Indonesian EFL classrooms.

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